



ASSOCIATE OF APPLIED SCIENCE IN NURSING

STUDENT HANDBOOK 2021 – 2022



The Associate of Applied Science Degree at Lord Fairfax Community College is approved by the Virginia Board of Nursing; 9960 Mayland Drive, Suite 300; Richmond, VA 23233; Phone 804.367.4515.



The Associate of Applied Science Degree at Lord Fairfax Community College is accredited by the Accreditation Commission for Education in Nursing (ACEN); 3343 Peachtree Road NE, Suite 850; Atlanta, GA 30326; Phone: 404.975.5000

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I. Welcome

The faculty and staff of the Lord Fairfax Community College (LFCC) Associate in Applied Science (AAS) nursing program extend our warmest welcome to you. We are honored to be a part of your preparation in becoming a Registered Nurse. The LFCC AAS nursing program has a history of providing an excellent education in preparing future nurses. The AAS nursing program is accessible at two sites, the Middletown campus and the Fauquier campus.

The AAS nursing program offers a program dedicated to keeping with the needs of today's healthcare environment. The faculty and staff are committed to helping you, our future nurses, succeed in your nursing career. Graduates from the LFCC AAS nursing program are achieving distinguished careers as caring and competent professionals who maintain high standards of excellence. As a graduate of the AAS nursing program you will be prepared to meet today's healthcare challenges and opportunities within the communities you serve.

Please do not hesitate in contacting us if there is any way in which we can be of assistance to you. Your success in the program is important to us. We hope you enjoy this challenging and rewarding journey to achieving your goal of becoming a Registered Nurse.

Again, our warmest welcome to the LFCC AAS nursing program.

Kindest Regards,

The LFCC Nursing Faculty and Staff

II. Introduction

The Nursing Student Handbook provides important information that you will need throughout the Nursing Program. The program adheres to the general policies and procedures of Lord Fairfax Community College (LFCC), found in the LFCC College Catalog. However, there are some instances in which the Nursing Program has developed its own policies and procedures in order to meet the special needs of the curriculum and clinical affiliates. This handbook outlines policies, guidelines and procedures of the nursing program, and will serve as an adjunct to the most current College Catalog (<https://fcc.edu/future-students/class-schedules-and-catalogs/>) LFCC College and LFCC Student Handbook (<https://fcc.edu/current-students/student-life/student-resources/policies/student-handbook/>) Please read this handbook carefully and refer to it whenever necessary . You are responsible for the information contained in this document, as well nursing documents provided throughout the course and the College Catalog and Student Handbook.

The academic and professional preparation offered by the AAS Nursing Program prepares the student to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Completion of the AAS Nursing Program at Lord Fairfax Community College does not guarantee licensure. The Virginia Board of Nursing (VBON) has specific guidelines for licensure. Further information may be found at the VBON web site: <http://www.dhp.virginia.gov/Boards/Nursing/>

The AAS Nursing Program at Lord Fairfax Community College is approved by the Virginia Board of Nursing, Perimeter Center, 9960 Maryland Drive, Suite 300, Henrico, Virginia, 23233-1463, (804) 367-4400.

This nursing education program is accredited by the Accreditation Commission for Education in Nursing, 3390 Peachtree Road NE, Suite 1400, Atlanta, Georgia 30326, (404) 975-5000, email can reached at: <https://www.acenursing.org/contact-the-acen/>

The faculty of the LFCC AAS Nursing Program and Dean of Health Professions wish you success in your nursing education.

III. Mission, Vision, Philosophy, Program outcomes, Student Learning Outcomes and Role Specific Graduate Specific Competencies

LFCC Mission, Vision & Values	LFCC AAS Nursing Program Mission/Philosophy	LFCC AAS Student Learning Outcomes and Competencies
<p>Mission: LFCC provides a positive, caring and dynamic learning environment that inspires student success, values diversity and promotes community vitality.</p>	<p>Mission of the VCCS Nursing Programs is to provide affordable, community access to quality nursing education. The VCCS nursing programs prepare qualified students to provide safe, competent, entry-level nursing care in 21st century healthcare environments. Students are prepared to meet the ever-increasing complexity of the healthcare needs of the citizens of Virginia.</p>	<p>Provide client centered care promoting therapeutic relationships, caring behaviors, and self-determination across the lifespan for diverse populations.</p> <p>Coordinate client centered care delivery with sensitivity and respect.</p> <p>Evaluate the effectiveness of teaching plans and outcomes and revise for achievement of desired outcomes.</p> <p>Promote client self-determination in making healthcare decisions as a level 4 student.</p> <p>Integrate therapeutic communication skills when interacting with clients and the client's support network.</p> <p>Advocate independently for diverse individuals, families, and communities across the lifespan.</p> <p>Practice safe nursing care that minimizes risk of harm across systems and client populations.</p> <p>Evaluate human factors and safety principles.</p>

		<p>Participate in the analysis of errors and designing system improvements.</p> <p>Incorporate client safety initiatives into the plan of care.</p> <p>Practice safe client care as a level 4 student.</p> <p>Demonstrate nursing judgment through the use of clinical reasoning, the nursing process, and evidence-based practice in the provision of safe, quality care.</p> <p>Evaluate an individualized plan of care based on client values, clinical expertise and reliable evidence.</p> <p>Independently prioritize changes in client status and intervene appropriately.</p> <p>Apply the nursing process to guide care.</p> <p>Prioritize client care using evidence based practice independently.</p> <p>Evaluate existing practices and seek creative approaches to problem solving.</p> <p>Practice professional behaviors that encompass the legal/ethical framework while incorporating self-reflection, leadership and a commitment to recognize the value of life-long learning.</p>
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		<p>Incorporate ethical behaviors and confidentiality in the practice of nursing.</p> <p>Assume responsibility and accountability for delivering safe client care.</p> <p>Deliver nursing care within the scope of nursing practice.</p> <p>Evaluate professional behaviors in interactions with clients, families and healthcare providers.</p> <p>Engage in reflective thinking for the purpose of improving nursing practice.</p> <p>Develop a plan for lifelong learning in the nursing profession.</p> <p>Manage client care through quality improvement processes, information technology, and fiscal responsibility to meet client needs and support organizational outcomes.</p> <p>Evaluate the common quality measures encountered in clinical practice.</p> <p>Evaluate use of technology and information management to promote quality.</p> <p>Evaluate fiscally responsible client care.</p> <p>Demonstrate principles of collaborative practice within the nursing and healthcare teams fostering mutual respect and</p>
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		<p>shared decision-making to achieve stated outcomes of care.</p> <p>Compare and contrast the effectiveness of the members of the interdisciplinary team to promote optimal client outcomes.</p> <p>Participate in the interdisciplinary plan of care to promote optimal client outcomes.</p> <p>Evaluate communication strategies that are inclusive of various communication and cultural differences.</p> <p>Evaluate management skills and principles of delegation when working with other members of the health care team.</p> <p>Reflects at a professional level on individual and team performance.</p> <p>Demonstrate nursing judgment through the use of clinical reasoning, the nursing process, and evidence-based practice in the provision of safe, quality care.</p>
<p>Vision: LFCC enriches communities as we provide exemplary educational opportunities</p>	<p>Philosophy: VCCS nursing faculty ascribe to the core competencies for nursing and nursing education. While firmly based in science and the arts, the essence of nursing is caring and compassionate patient centered care. Ethical standards, respect for individual dignity, and</p>	<p>Apply the nursing process to guide care.</p> <p>Prioritize client care using evidence based practice independently.</p>

<p>based on our core values.</p>	<p>consideration of cultural context are implicit in the practice of patient centered care. The nurse advocates for patients and families in ways that promote self-determination, integrity, and ongoing growth as human beings. Nursing care is provided in collaboration with the patient, the family and members of the health care team. The nurse displays a spirit of inquiry by examining evidence to improve quality of care, promote safety and improve patient outcomes. Nursing judgment is integral to making competent decisions related to the provision of safe and effective nursing care. Information management essential to nursing care is communicated via a variety of technological and human means.</p>	<p>Provide client centered care promoting therapeutic relationships, caring behaviors, and self-determination across the lifespan for diverse populations.</p> <p>Coordinate client centered care delivery with sensitivity and respect.</p> <p>Evaluate existing practices and seek creative approaches to problem solving.</p> <p>Practice professional behaviors that encompass the legal/ethical framework while incorporating self-reflection, leadership and a commitment to recognize the value of life-long learning.</p> <p>Incorporate ethical behaviors and confidentiality in the practice of nursing.</p> <p>Demonstrate principles of collaborative practice within the nursing and healthcare teams fostering mutual respect and shared decision-making to achieve stated outcomes of care.</p>
<p>Values: 1. Learning– We foster an environment that ignites and sustains a passion for lifelong learning.</p>	<p>Mission of the VCCS Nursing Programs is to provide affordable, community access to quality nursing education. The nurse displays a spirit of inquiry by examining evidence to improve quality of care, promote safety and improve patient outcomes.</p>	<p>Participate in the analysis of errors and designing system improvements.</p> <p>Demonstrate nursing judgment through the use of clinical reasoning, the nursing process, and evidence-based practice in the provision of safe, quality care.</p>

		<p>Evaluate existing practices and seek creative approaches to problem solving.</p> <p>Engage in reflective thinking for the purpose of improving nursing practice.</p> <p>Develop a plan for lifelong learning in the nursing profession.</p>
<p>2. High Performance – We are focused, responsive, collaborative and accountable.</p>	<p>The VCCS nursing programs prepare qualified students to provide safe, competent, entry-level nursing care in 21st century healthcare environments.</p> <p>While firmly based in science and the arts, the essence of nursing is caring and compassionate patient centered care.</p>	<p>Integrate therapeutic communication skills when interacting with clients and the client's support network.</p> <p>Practice safe nursing care that minimizes risk of harm across systems and client populations.</p> <p>Evaluate human factors and safety principles.</p> <p>Practice safe client care as a level 4 student.</p> <p>Demonstrate principles of collaborative practice within the nursing and healthcare teams fostering mutual respect and shared decision-making to achieve stated outcomes of care.</p> <p>Compare and contrast the effectiveness of the members of the interdisciplinary team to promote optimal client outcomes.</p> <p>Participate in the interdisciplinary plan of care to</p>

		<p>promote optimal client outcomes.</p> <p>Evaluate communication strategies that are inclusive of various communication and cultural differences.</p> <p>Evaluate management skills and principles of delegation when working with other members of the healthcare team.</p> <p>Reflects at a professional level on individual and team performance.</p>
<p>3. Integrity – We exemplify honesty, character and respect for our communities.</p>	<p>Ethical standards, respect for individual dignity, and consideration of cultural context are implicit in the practice of patient centered care.</p> <p>The nurse advocates for patients and families in ways that promote self-determination, integrity, and ongoing growth as human beings.</p>	<p>Independently prioritize changes in client status and intervene appropriately.</p> <p>Apply the nursing process to guide care.</p> <p>Prioritize client care using evidence based practice independently.</p> <p>Evaluate existing practices and seek creative approaches to problem solving.</p> <p>Practice professional behaviors that encompass the legal/ethical framework while incorporating self-reflection, leadership and a commitment to recognize the value of life-long learning.</p> <p>Incorporate ethical behaviors and confidentiality in the practice of nursing.</p>

		<p>Assume responsibility and accountability for delivering safe client care.</p>
<p>4. Positive Spirit – We value creativity, enthusiasm and a “can-do” attitude.</p>	<p>The nurse displays a spirit of inquiry by examining evidence to improve quality of care, promote safety and improve patient outcomes.</p> <p>Nursing judgment is integral to making competent decisions related to the provision of safe and effective nursing care.</p> <p>Information management essential to nursing care is communicated via a variety of technological and human means.</p>	<p>Evaluate the effectiveness of teaching plans and outcomes and revise for achievement of desired outcomes.</p> <p>Incorporate client safety initiatives into the plan of care.</p> <p>Evaluate an individualized plan of care based on client values, clinical expertise and reliable evidence.</p> <p>Evaluate professional behaviors in interactions with clients, families and healthcare providers.</p> <p>Deliver nursing care within the scope of nursing practice.</p> <p>Manage client care through quality improvement processes, information technology, and fiscal responsibility to meet client needs and support organizational outcomes.</p> <p>Evaluate the common quality measures encountered in clinical practice.</p> <p>Evaluate use of technology and information management to promote quality.</p> <p>Evaluate fiscally responsible client care.</p>

<p>5. Diversity – We honor the uniqueness of individuals and communities.</p>	<p>Students are prepared to meet the ever-increasing complexity of the healthcare needs of the citizens of Virginia.</p> <p>While firmly based in science and the arts, the essence of nursing is caring and compassionate patient centered care.</p> <p>The nurse advocates for patients and families in ways that promote self-determination, integrity, and ongoing growth as human beings.</p>	<p>Provide client centered care promoting therapeutic relationships, caring behaviors, and self-determination across the lifespan for diverse populations.</p> <p>Coordinate client centered care delivery with sensitivity and respect.</p> <p>Promote client self-determination in making healthcare decisions as a level 4 student.</p> <p>Advocate independently for diverse individuals, families, and communities across the lifespan.</p>
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Leveled Student Learning Outcomes

	Level 1	Level 2	Level 3	Level 4
	K=20%; C=30%; A=50%	K=10%; C=30%; A=60%	K=5%; C=15%; A=80%	A=100%
Client-Centered Care	Demonstrate the use of therapeutic communication, caring behaviors and client self-determination in the provision of basic nursing care.	Assess diverse client values, beliefs, and attitudes as well as community resources related to health in the provision of client-centered care.	Apply principles of client centered care to clients across the lifespan.	Provide client centered care promoting therapeutic relationships, caring behaviors, and self-determination across the lifespan for diverse populations
Safety	Report client safety issues and risks.	Use safety measures when caring for clients in the community and health care agencies.	Incorporate factors for improvement of client safety for clients across the lifespan	Practice safe nursing care that minimizes risk of harm across systems and client populations.
Clinical Judgment	Summarize the components of clinical reasoning, evidence-based practice and the nursing process.	Demonstrate the use of the nursing process and evidence based care in making clinical judgments.	Apply the nursing process, evidence-based care and clinical reasoning in making clinical judgments.	Demonstrate nursing judgment through the use of clinical reasoning, the nursing process, and evidence-based practice in the provision of safe, quality care.
Professional behaviors	Demonstrate professionalism and professional behaviors.	Recognize the impact of personal beliefs, values and attitudes in developing professionalism and professional behaviors.	Incorporate legal/ethical principles and professional nursing standards in the care of clients.	Practice professional behaviors that encompass the legal/ethical framework while incorporating self-reflection, leadership and a commitment to recognize the value of life-long learning
Quality Improvement	Identify the role of quality improvement and informatics in client care.	Use technology and information management tools in providing quality client care.	Examine the impact of quality improvement processes, information technology and fiscal resources in the provision of nursing care.	Manage client care through quality improvement processes, information technology, and fiscal responsibility to meet client needs and support organizational outcomes.
Collaboration	Define the roles of the health care team.	Examine the roles of the nurse and the health care team in community and acute care settings.	Participate as a member of the health care team in the delivery of nursing care to clients across the lifespan.	Demonstrate principles of collaborative practice within the nursing and healthcare teams fostering mutual respect and shared decision-making to achieve stated outcomes of care.

IV. Adult Learning Theory

The LFCC nursing program adopted the Adult Learning Theory (ALT) as the educational theory of choice. The Adult Learning Theory emphasizes the role of the adult learner as internally motivated and self-directed, goal oriented, relevancy oriented, and practical. The ALT also stresses students being treated with respect and their ability to bring life experiences and knowledge to learning. Nursing courses are taught in an active learning environment that focuses on application and analysis of information. An active learning environment helps students to truly understand not only the material but also why nurses interact and perform various interventions. Some examples of active learning include case studies, group discussion, collaborative testing, group projects, and simulation.

Adult Learning Theory	Curriculum/Instructional Processes
Adults are internally motivated and self-directed.	Recorded lectures to direct learning needs, flipped classroom approach, reading assignments, clear expectations for assignments, charge nurse experience in clinical/simulation, seek out help when needed, seek out learning opportunities.
Adults bring life experiences and knowledge to learning.	Open discussion to allow students to share life experiences and incorporate into lecture and clinical post conference
Adults are goal oriented.	Established due dates and expectations for assignments, grades within one week, review tests and quizzes immediately after taking, daily clinical goals
Adults are relevancy oriented.	Explain rationale for assignments, projects, clinical, and lab experiences; discuss the importance related to real-world experiences as well as to the NCLEX-RN exam; collaboration in the clinical setting, critical thinking
Adults are practical.	Discuss reason and rational (why we do), bring together classroom learning to clinical/simulation
Adult learners like to be respected.	Students are treated like adults and are expected to be responsible for all work/content whether in class/clinical/lab/simulation or not, clear expectations and deadlines, work as a team

V. Virginia Board of Nursing (VBON) Statutes and Regulations

Taking the National Council Licensure Exam (NCLEX)

The Virginia Board of Nursing requires fingerprinting and a background check when applying for nursing licensure. The Virginia Board of Nursing may choose to deny licensure to any applicant who has ever been convicted or pled guilty or nolo contendere to the violation of any federal, state, or other statutes or ordinance constituting a felony or misdemeanor; or who has a mental, physical or chemical dependency condition that could interfere with his/her current ability to practice nursing. Applicants should confidentially discuss this information with the Program Lead prior to pursuing the nursing program. The VBON website has more information on Laws and Regulations governing nursing. Details regarding the possible impact of prior convictions on nursing licensure and employment can be found at

<https://www.dhp.virginia.gov/Boards/Nursing/ApplicantResources/CriminalBackgroundChecks/>

Educational requirements

Pursuant to United States Department of Education (US DOE) regulation 34 CFR 668.43 (a) (5) (v), the Lord Fairfax Community College Associate Degree in Nursing (ADN) program is required to provide students with information about meeting the requirements for pre-licensure education per the Virginia Board of Nursing and the Accrediting Commission for Education in Nursing. This information can be found in *Appendix A*.

VI. LFCC Policies and Procedure

Corona Virus Information

The health and safety of the LFCC community is our highest priority. We are closely monitoring guidance from the Centers for Disease Control (CDC), the Virginia Department of Health (VDH), the Virginia Community College System (VCCS) and other experts to ensure our return to in-person operations are done in accordance with the latest guidance. Current information regarding LFCC's response to the Corona Virus can be found here: <https://lfcc.edu/what-to-expect-in-summer-and-fall-2021/>

Delivery of labs, lecture, simulations, clinicals, methods for office hours, meetings with students, and administration of tests may vary according to the latest recommendations for Corona Virus precautions. Please see course syllabus and LFCC website for current precautions and changes in delivery formats.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) is designed to protect the privacy of students. More information about FERPA can be found here: <https://lfcc.edu/current-students/ferpa/> The LFCC nursing program protects the privacy of students and does not share information unless the student has given approval. The clinical facilities require student information in order to have you entered into the facility systems for clinical. Students are asked to sign the Release of Information form (*Appendix B*) at the start of the nursing program to give permission for this.

Student Conduct

The AAS Nursing Program follows the Code of Student Rights, Responsibilities, and Conduct outlined in the LFCC Student Handbook: <https://lfcc.edu/current-students/college-policies/>.

Name/Address or Phone Number Change

A student who has name, address, email or phone number changes must notify the Health Professions Office and complete the forms in Admissions and Records per LFCC policy. Form can be found at: <https://lfcc.edu/wp-content/uploads/2014/07/Change-of-Data.pdf>

Communication

The primary method of communication for course and program information is Canvas. Students are responsible for ALL information contained within the Canvas site. Students are expected to review Canvas “Announcements”, Canvas email and LFCC email daily.

Students, faculty and staff will communicate electronically using their LFCC/VCCS assigned email. Use of other email addresses does not ensure protection of confidential information. Students may also contact faculty through their LFCC office phone numbers or cell phone number. It is the responsibility of the student to follow up on all communication. Communications between and among students and faculty should always remain professional in nature.

When on campus, emails and phone calls will be responded to within two to three business days. Emails and phone calls received on weekends, holidays and breaks will be responded to upon return to campus; the response time may be increased.

Faculty Office Hours

The nursing faculty are available during posted office hours (ten hours each week during fall and spring semesters, of which 3 hours may be online hours) or by appointment to assist students with academic issues. Summer office hours vary according to faculty, check with faculty for availability.

It is important for faculty to be available to students; however, due to the Corona Virus faculty may conduct office hours in a variety of formats. Please see the course Syllabus and the LFCC website for current Corona Virus precautions, guidelines, and procedures.

Emergency Management Plan

In the event of emergency (bomb threat, tornado, fire, etc.) the AAS Nursing Program abides by the policies in the LFCC College Catalog and Handbook. Evacuation routes for movement to an external location or to a shelter within the building are posted at the front of the room. Students should review the maps and make sure that the exit route and assembly location for the building are clearly understood. If you have a disability that may require assistance during an evacuation, please let your faculty know.

Emergency Closing Alerts

The AAS Nursing Program follows LFCC's emergency closing alerts policy available at: <https://lfcc.edu/about-lfcc/alerts-and-closing-announcements/emergency-closing-alerts/>.

- 1) If the college is closed, do not come to campus. Please check Canvas and email for instruction about possible virtual class and/or assignment. If you have a class/lab/simulation scheduled online, please check Canvas and email for information.
- 2) If the college opens on a delay, please check Canvas and email for notifications regarding class, lab, simulation and clinical.
- 3) On clinical days, if the college has not made an announcement before clinical is to begin; clinical faculty will notify students of any change/cancellation of clinical rotations.
- 4) If there is an early college closing, all clinicals/labs/simulations will follow the instructions provided by the college.
- 5) The student must always use his/her judgment regarding the safety of traveling during inclement weather. If a student feels it is unsafe to travel to class or a clinical assignment, they must notify the instructor as soon as possible.

- 6) If conditions deteriorate while in the clinical area, early dismissal will be at the discretion of the clinical instructors.
- 7) Please note in the event of school closing, faculty and staff will not be on campus.

Student Rights – Educational Records

The AAS Nursing Program at LFCC maintains records pertaining to specific requirements and VBON regulations while enrolled in the program. While a student is enrolled in the nursing program, student records required for the program are maintained at the campus where the student is attending. Admission/health files and academic files for current students are maintained in an online repository or the Health Professions Office on the Middletown Campus, and in the Program Lead's office on the Fauquier Campus. All permanent files are maintained in locked cabinets with limited access. Current students who wish to access admission/health files or permanent academic files on the Middletown Campus, call the Health Professions Office at (540) 868-7075 to request access to their files. Current students on the Fauquier Campus will contact the Program Lead at 540-351-1566.

Files containing information for courses students are currently taking are maintained by nursing faculty on each campus. Students wishing to review information in their current files must make this request to their course instructor.

Following completion or withdrawal from the program, all student records are maintained at the Middletown campus for three years. Former students may request information from their records by contacting the Health Professions office at the Middletown campus (540) 868-7075. Students must make an appointment to review their student files.

VI. Resources and Support Services

Nurse Retention Specialist

The Nurse Retention Specialist (NRS) is a Registered Nurse and a member of our support staff in the nursing programs at LFCC. The role of the NRS is to offer additional support for increased student success in the program. Students may be referred to the NRS, or they may elect to seek out assistance in any of the following areas: tutoring, study tips, test-taking strategies, time management, test review and proofreading, per our NRS

guidelines. This service is offered for the benefit of the nursing student body and is highly recommended for students experiencing difficulty with their coursework.

Student Services and Accommodations

The AAS Nursing Program follows the LFCC policy on disability services and accommodation needs for students. Information can be found on the LFCC website at: <https://lfcc.edu/current-students/services-for-students/>. Students needing accommodations must meet with a disability counselor every semester and must submit an accommodations letter every semester to the course instructor. Students are encouraged to complete this process before the semester begins. Accommodations are not retroactive.

LFCC's Wellness Statement:

Lord Fairfax Community College is committed to providing a collaborative approach toward social, physical, spiritual, intellectual, and mental wellness for our students. We strengthen the health and wellbeing of students by providing appropriate local resources as well as opportunities for self-improvement. If you need help or are concerned about a fellow student, please contact our team at sst@lfcc.edu or www.lfcc.edu/sst. For local community resources, please visit <https://lfcc.edu/current-students/services-for-students/counseling-advising-and-career-services/community-resources/>

VII. Nursing Program Information

Functional Skills Requirements

Students entering and continuing in the Nursing program must possess the following functional skills:

- 1) Sufficient eyesight to observe patients, read records, manipulate equipment, and visually monitor patients in dim light.
- 2) Sufficient hearing to communicate with patients and members of a health care delivery team, monitor patients using electronic equipment, hear necessary sounds during operation of equipment, and hear a patient whispering.
- 3) Satisfactory speaking, reading, and writing skills to effectively communicate in English in a timely manner.
- 4) Sufficient bilateral finger dexterity to manipulate equipment.
- 5) Ability to lift, stoop, or bend in the delivery of safe nursing care.

- 6) Satisfactory physical strength and endurance to be standing for extended periods, push equipment and move immobile patients.
- 7) Satisfactory intellectual and emotional functioning to ensure patient safety and to exercise independent judgment and discretion in performing assigned care.

The Program Leads may request additional medical or psychological evaluations of a student if clinical safety is identified as a potential concern. Additionally, if the clinical faculty determines that a student is unsafe in the clinical setting due to medical or psychological issues, a student may be removed from the clinical setting until evaluated and cleared with a medical release. Failure to comply with the requested evaluation may result in failure of the course.

While it is recognized that pregnancy is a normal condition, there are certain legitimate concerns regarding the pregnant student. Therefore, students who are pregnant are asked to complete a pregnancy waiver with their physician. If there are limitations, they must be documented. Pregnant students are required to meet all program objectives. Should delivery occur while actively enrolled, the student must furnish a medical release provided by the physician prior to resuming classes and/or clinical.

Advanced Placement Option for current LPNs

All Advanced Placement Option students (LPN to RN) accepted into the AAS Nursing Program at LFCC must possess an active unrestricted LPN license. If at ***any time during the application process or during enrollment*** there is a change in license status the student must immediately notify the appropriate Program Lead. The change in status of the nursing license will be reviewed by the Program Lead and the student may be dismissed from the program. Failure to report a change in license status will result in immediate dismissal from the nursing program. An LPN in the Advanced Placement Option is not eligible to apply to the LFCC nursing program if they are part of the Virginia Healthcare Monitoring Program.

Student Nurses' Association (SNA)

Due to Corona Virus the SNA has been suspended. The re-establishment of the SNA will be assessed at the beginning of the semester. Please monitor for updates.

VII. Instructional Policies and Procedures

Criminal History and Sex Offender Background Checks

Per agreements with clinical affiliates, all nursing students are required to complete a Criminal History and Sex Offender Crimes against Minors Background Check prior to

beginning the nursing program. The student will pay the fee for the background check directly to the approved vendor. Nursing students are personally responsible for completing the required background check. If the student feels a positive finding on a background check was in error, it is the student's responsibility to resolve this issue with the vendor. Criminal offenses may preclude a student from attending clinical rotations and prevent the student from meeting the program learning outcomes.

If there are new criminal charges pending against a student while enrolled in the nursing program, the student must report these to the Program Lead immediately. Due to clinical affiliation agreements, pending charges may interfere with the student's ability to attend clinical experiences. If faculty become aware of a new criminal conviction without notification by the student during a student's enrollment in the nursing program, the student will be dismissed from the program immediately.

Drug Screening

Clinical site affiliations require that students submit to a urine drug screen. Drug screen issues (positive screens) must be resolved between the student and vendor. If the issue remains unresolved, the student is dismissed from the program. The student may re-apply for admission to the program in future admission cycles.

Changes in Policy

Changes in policies and procedures may be necessary during your time in the nursing program and will be posted on Canvas and emailed. When possible, any policy change will be communicated at least two weeks before the implementation date. Changes in clinical schedule, clinical site or course changes may occur with less than a two week notice out of necessity.

Academic Honesty

The AAS Nursing Program follows the LFCC Academic Honesty Policy found in the LFCC Student Handbook at: <https://lfcc.edu/current-students/student-life/student-resources/policies/student-handbook/>. Students will be required to complete a plagiarism tutorial at the start of the program. The link for the tutorial is: <https://www.indiana.edu/~academy/firstPrinciples/tutorials/index.html>.

Cheating and plagiarism are unacceptable behaviors. If a student is suspected of cheating or plagiarizing on any work assigned in the nursing program, the matter will be investigated by the instructor (course, lab or clinical) and/or the Program Lead. If after the investigation, the instructor still suspects academic dishonesty, the LFCC Academic Honesty policy will be followed. **All incidents will be reported via "See Something Say Something"**. Students can also report academic dishonesty by contacting their

course instructor or by completing the “See Something Say Something” report. The link is: <https://lfcc.edu/about-lfcc/office-of-financial-and-administrative-services/safe-and-secure-preventing-violence-and-protecting-academic-integrity-at-lfcc/> LFCC’s College Academic Honesty Policy can be found here: [Here is the link to the policy https://lfcc.edu/current-students/college-policies-archived/academic-honesty-pledge/](https://lfcc.edu/current-students/college-policies-archived/academic-honesty-pledge/)

Examples of academic dishonesty include but are not limited to:

- 1) Obtaining answers from another student before, during, or after examinations, tests, quizzes, individual projects, worksheets, or case studies or any assigned work.
- 2) Knowingly helping another student before, during, or after examinations, tests, or quizzes (to include via social networking and/or email).
- 3) Obtaining/receiving test information regardless of the source. This includes taking pictures of questions/answers, not reporting that answers to test questions are visible, not reporting that classmates are sharing testing information. All reporting will be kept confidential when possible; or students can report the incident via “See Something, Say Something”.
- 4) Taking an examination or doing academic work for another student or providing one’s own work for another student to copy and submit as his/her own.
- 5) The unauthorized use of notes, books, calculators or other electronic devices, or any other sources of information during examinations when not permitted.
- 6) Obtaining an examination or test bank (whole or part) from any source including free online sources.
- 7) Dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, case studies, care plans, electronic charting, solving problems, or carrying out other assignments.
- 8) The utilization of computerized replicated care plans is prohibited and considered a form of plagiarism; proper citations referencing sources in APA format are required.
- 9) The fabrication or falsification of any data; i.e. – personal information, ID/Student badges, assignments, clinical paperwork.

10) For written assignments, students must cite references within the body of the paper in addition to having a reference page.

First offense (Cheating or plagiarism)

Consequences will be based on the situation and can range from a reduction in grade to being dismissed from the program.

Second offense (Cheating or plagiarism)

A grade of "F" will be assigned in the course and the student will face possible dismissal from the program.

Any student dismissed from the nursing program for academic dishonesty may be ineligible to re-apply to the nursing program or any health professions program at LFCC.

Social Media

The use of social media (including, but not limited to: Twitter, FaceBook, YouTube, SnapChat, Instagram, etc) is prohibited during class and clinical. The student is prohibited to use any client or clinical agency data in any social media. Students who use client or clinical agency information on social media will be dismissed from the program and may be subject to legal liability. Negative or derogatory comments about LFCC, programs, faculty or the nursing profession may result in disciplinary actions. The National Council of State Boards of Nursing has published NCSBN Social Media guidelines. Guidelines may be found here: <https://www.ncsbn.org/347.htm>

Please review these guidelines-the AAS Nursing Program abides by the social media guidelines. The use of social media to disrupt the educational process in any way or to bully or threaten classmates is also forbidden. See LFCC Code of Conduct at: <https://lfcc.edu/current-students/college-policies/code-of-conduct/>

Withdrawal Policy: Nursing Courses and/or Program

The AAS Nursing Program follows the LFCC guidelines for withdrawal from a course: <https://lfcc.edu/current-students/academic-information/academic-policies/change-of-registration/>

Students are encouraged to discuss their pending withdrawal with their course instructor and program lead to ensure that they understand the impact of withdrawal on their nursing education. Financial aid recipients are strongly advised to meet with a financial aid officer prior to requesting a withdrawal to determine the impact this may have on

future aid eligibility. Mitigating circumstances will be reviewed with the Program Leads on an individual basis. If a student needs to withdraw from all nursing courses, they must schedule a meeting with the Program Lead to discuss their eligibility to return to the program. Enrollment Form can be found here: <https://lfcc.edu/wp-content/uploads/2014/07/Enrollment-Request.pdf>

Academic Progression Policies for the AAS Nursing Program

Progression:

- 1) In order to progress in the AAS Nursing Program, students must successfully complete all courses outlined for each semester in the program of studies.
- 2) Students have the opportunity to complete the AAS Nursing Program of studies as follows:
 - a) Upon admission to the nursing program, traditional students have six semesters (fall and spring) to complete the program.
 - b) Upon admission to the nursing program, Advanced Placement Option students have five semesters (fall and spring) to complete the program of studies.
- 3) Students will be allowed one NSG course failure; upon the second NSG course failure, the student will be dismissed from the nursing program.
- 4) Students who withdraw from or are unsuccessful in completing NSG courses must attend an exit interview with the Program Lead to explore ways to make their return to the nursing program successful.

For Re-entry into the Nursing Program:

NUR 116: In order to enhance their opportunity for success, students who return to the program in the second semester are required to take a supplemental nursing course (NUR 116) to prepare the student for re-entry. This course is designed to provide enhancement for the returning student.

For students returning in the:

First semester of the program: (Traditional and APO students): NUR 116 will be taken concurrently with all nursing courses not successfully completed.

Second semester of the program (Traditional students): NUR 116 must be completed in the semester (fall or spring) prior to the student's readmission into the nursing program. For example, if a student is returning to take NSG 152 or NSG 170, the student must complete NUR 116 in the fall semester.

Third semester (Traditional students), **Second semester** (APO students): NUR 116 will be taken the spring semester prior to the student's re-entry to the program.

Final semester (Traditional and APO students): Students will take NUR 116 in the semester prior to the student's readmission to the nursing program.

Failure to follow this process will stop academic progression and result in dismissal from the AAS Nursing Program. Students who do not take NUR 116 and wish to continue their nursing education will have to reapply to the nursing program.

Student-Faculty Advising

Each student will be assigned to a nursing faculty advisor for academic assistance. Meeting with this advisor every semester will help ensure that students can progress to the next semester. The advising relationship is a continuous developmental process involving open communication in an atmosphere of mutual respect and honesty. The focus of the advising program is on enhancing student success.

Proactive advising will take place at the beginning of each semester to ensure students are progressing through the nursing program as scheduled. It is also utilized to establish a relationship with the students to help ensure their success in the nursing program. Each student will complete an advising worksheet prior to the scheduled meeting with their advisor. The student will bring the advising worksheet as well as an unofficial copy of their transcripts to the meeting for the advisor to review.

Students are responsible for ensuring they have completed all general education courses outlined in the nursing program with a “C” or better. Students who do not complete all nursing and general education courses as outlined in the nursing curriculum will not be eligible to progress to the following semester in the nursing program and may not be eligible to graduate on time. If a student has not completed all required courses with a “C” or better, they will need to withdraw from the nursing program and return the following year upon completion of the courses.

Proactive advising will take place at the beginning of each semester to ensure students are progressing through the nursing program as scheduled. It is also utilized to establish a relationship with the students to help ensure their success in the nursing program. Each student will complete an advising worksheet prior to the scheduled meeting with their advisor. The student will bring the advising worksheet as well as an unofficial copy of their transcripts to the meeting for the advisor to review.

Students are responsible for ensuring they have completed all general education courses outlined in the nursing program. Students who do not meet with advisors or do not follow recommendations regarding advising and credit for prior learning may not be eligible to progress to the following semester in the nursing program and, may not be eligible to graduate on time.

Health Insurance/Injury

Health insurance is **mandatory** for all nursing students while enrolled in the nursing program. Students are required to provide proof of insurance at the start of every

semester. Evaluation and/or treatment of injury or illness related to clinical or classroom experience is the responsibility of the student. There is no minimum policy requirement for health care coverage. Students without health insurance will not be allowed to attend clinical and will be unable to successfully meet course requirements.

Mandatory Health Requirements

- 1) **Tuberculosis (TB)** - A Tuberculin (PPD) skin test or blood test for TB (**must be repeated yearly**). If the student chooses a PPD, a two- step PPD test is required for initial testing.
 - a) If a student tests positive with the PPD, they must follow up with their health care provider to get a chest x-ray and be evaluated for the need for further treatment. A copy of the x-ray report must be submitted to the nursing program. If treated in the past for Tuberculosis documentation of treatment must be included. Chest x-rays are not required annually by the Nursing Program.
 - b) Upon entry to the nursing program, students with a + PPD must provide a letter from their health care provider, stating that they are free from active disease, have no symptoms of TB, are not contagious and are cleared to work in a health care setting.
- 2) **Flu vaccine** - A flu vaccine required yearly during flu season at most clinical agencies. Flu vaccine must be received between October 1 and November 15 annually. Only the injectable flu vaccine is acceptable. Students who receive the intra-nasal flu vaccine may not be allowed to attend clinical. If a student chooses not to get the vaccine, they must follow agency policy for wearing a mask. Some facilities may not allow non-vaccinated students. Clinical facility orientation training per facility requirements.
- 3) **Current CPR Certification:** The LFCC Nursing Programs require the American Heart Association BLS Healthcare Provider course. **No other CPR course will be accepted.**
- 4) **Covid Vaccines:**
- 5) If a student is unable or unwilling to receive any required vaccine, this may significantly impact the student's ability to attend clinical. If the student is unable to attend clinical at established clinical facilities, the student may need to withdraw from the program because they will not be able to meet curriculum requirements.

Class Representatives

Students may elect class representatives for the purpose of nursing student representation. The student representative works with faculty members in addressing student issues. Establishing a student representative for each class enables the student and faculty to:

- 1) Provide an opportunity of open communication between faculty and students.
- 2) Provide an opportunity for faculty to share with students proposed changes in the nursing program.
- 3) Provide an opportunity for students to discuss concerns.

Classroom Policies and Procedures

Communication between student and instructors

Students who experience challenges completing course requirements are encouraged to discuss these challenges with faculty as soon as possible to receive assistance.

Student Conference form

The Student Conference form can be found in *Appendix E*. This form will be used to document communication about concerns related to issues such as student behavior, grades, performance in skills lab, simulation or clinical, and any other occasion where a student is counseled. The issue of concern will be addressed, the expectations will be spelled out, required remediation will be outlined. A time frame for completion of the recommendations as well as consequences if the issue continues or the student does not meet the remediation requirements by the deadline will be included. Both the student and faculty member will have an opportunity to add comments, and both will sign the form. This form will be filed in the student's academic folder for the duration of their time in the nursing program.

Classroom Attendance

Attendance in the classroom setting is an important component of success in the AAS Nursing Program. Students who are absent from class are encouraged to notify the course instructor, preferably prior to class. Students are responsible for obtaining any assignments or content missed during the absence.

Zoom Etiquette

Instruction in the nursing program may be delivered via zoom meetings. In order for everyone to have a positive experience during these zoom meetings, there are recommendations and expectations for all participants.

Students are expected to stay engaged during zoom meetings. Having video enabled makes this easier. Professors will mute all participants in the meeting upon entry. If you would like to speak, you can unmute yourself or raise your hand.

Guidelines for zoom meetings:

Mute your microphone.

Sign in using your real name.

If your microphone is unmuted, beware of background noise-loud TVs, barking dogs, shuffling papers, alerts on your computer or phone. These can all be distracting to other attendees.

Mute yourself after you have spoken.

Do not stay in bed during zoom meetings.

Dress appropriately for a meeting. Zoom meetings can be much more casual, but please wear appropriate clothing.

If you are having trouble with audio, you may have success by calling in to the meeting with a phone and using your computer for the video.

Check your background if using video. Remember, participants can not only see you but whatever is around you. Remove anything that could be uncomfortable for others to see.

Don't eat a full meal while attending a meeting. It's ok to have a small snack (while muted) but other attendees will not appreciate watching you eat a whole meal.

Try to sign in up to 5 minutes early. You may miss important information if you sign in late.

Assignment Policy

- 1) **In-Class assignments:** There will be no make-up of missed in-class assignments. In-class assignments are designed for collaborative classroom work. If a student is absent for an in-class assignment, a zero will be assigned for the grade. Extenuating circumstances should be discussed with the course instructor.
- 2) **Assignments due when a student is absent from class:** If an assignment is due on the day of the absence, the student is responsible for submission of that

assignment. If the assignment is not submitted as required, the late assignment policy will apply.

- 3) **Late assignment policy:** Assignments not received by the specified due date/time will receive a **five percent** per day deduction (weekends/holidays included). The five percent per day deduction is taken after the assignment has been graded, therefore, the grade in the gradebook will be less than the earned grade.
- 4) All assignments must be typed, double spaced, 12-point Times New Roman font.
- 5) Refer to the APA Guidelines (*Appendix F*).
- 6) If a written assignment has other formatting specifications, this information will be present in the rubric.
- 7) Grades/feedback on assignments will typically be returned within fourteen days of submitting papers and written work.

Grading Scale:

92-100 A

84-91 B

80-83 C

70-79 D (Failure)

0-69.99 F

Grading Scale: A grade of “C” (80%) or better is required to satisfy the AAS Nursing Curriculum: **Grades will not be rounded up**. An 80% is required to pass this course, therefore a **79.99 is not** a passing grade. Students **MUST** have at least an 80% average for the classroom portion of a class **AND** “Meet expectations” for ALL lab/simulation/clinical associated with a course in order to pass a course. If a student does not meet expectations in lab/simulation/clinical, even if they have a passing grade in the course, they will fail the course with a grade of “F”.

Testing Policy

Missed classroom tests:

First missed test: Students who expect to be absent from a testing session must notify the course instructor **PRIOR TO** the scheduled test if possible, but preferably

before midnight on the scheduled test day. Tests not taken during regularly scheduled testing sessions are to be made up as directed. The missed test **must be taken within four business days** of the original test date, or prior to the next scheduled exam (whichever comes first) or a zero grade will be given. Make-up exams may contain a variety of question formats. It is the student's responsibility to make arrangements to take the make-up test within the specified time limit.

Subsequent missed tests: If the student is absent from a subsequent test that absence will result in a zero grade for that test. Exceptions may be made based upon extenuating circumstances (i.e. student hospitalization). The student can request a meeting with the course instructor and Program Lead. Documentation of the extenuating circumstances must be provided at the meeting (doctor's note, letter with court date, etc.). A decision will be made after the meeting and review of the circumstances and documentation.

Students arriving after the start of a test, quiz or exam will only be allowed to have the remaining testing time in which to complete the test. When the allotted time has passed, all students must turn in their tests. Any unanswered questions will be counted wrong. Students will not be allowed to "finish up" once the test period is over. Only answers on the computerized test or scantron will be graded. Please be advised that instructors may choose to give a pop quiz or other assignment in-class assignments. There will be no make-up opportunities for missed in-class assignments and pop quizzes. If a student is absent for a pop quiz or assignment, a zero will be assigned for the grade.

The nursing program has established the following testing procedures for all courses:

- 1) For any scan-tron tests and examinations, students are only permitted to bring #2 pencils, a highlighter, and other materials requested by the instructor.
- 2) If the test is being conducted in the classroom, desks must be clear of items, and students may be asked by the instructor to bring their own device.
- 3) Belongings will be placed in the back of the classroom; cell phones must be turned off and will be collected prior to testing.
- 4) Any "smart" watch must be removed during testing and placed with cell phones prior to testing.
- 5) The student's desk must remain clear of all materials and equipment.
- 6) Students may be allowed to wear ear plugs to reduce distractions.

- 7) Students must remain seated for the entire class test period-even after they have completed the test. A break will be offered after testing is complete. For HESI testing and final exams, students may leave when the test is completed.
- 8) In the event of online tests, the following procedures will be followed:
 - a) Respondus lockdown browser will be utilized for all tests.
 - b) For any note/calculations a whiteboard can be used (no paper) and the whiteboard will be erased on camera upon completion of the test.

Dosage Calculations Test

A dosage calculation test will be administered each semester; students must pass this test with a 90% or better. Students will not be allowed to pass medication in clinical until they have successfully passed the dosage calculation test for the semester. Students who are not able to pass medication in clinical are at risk of not meeting clinical expectations and therefore at risk of failing the course.

Standardized Testing

The program uses standardized tests to measure student achievement, evaluate student understanding of content, and to identify student strengths and areas for improvement. The nursing program currently uses HESI for standardized testing within the curriculum. These tests are utilized as a learning tool rather than a typical test/exam. For specifics regarding standardized testing refer to course syllabi. Information will be provided at orientation regarding the cost of standardized testing. See *Appendix G* for the policy.

Students are required to be present 15 minutes prior to the scheduled proctored exams. For example, if the assessment is scheduled for 9:00, students must be present at 8:45. This enables the proctor to provide testing instructions to ensure a prompt start time. Students who are not punctual to the proctored assessment will not be permitted to take the assessment at that time and must arrangements to make it up.

Semester 1: Level 1 HESI test
Semester 2: Level 2 HESI test
Semester 3: Level 3 HESI test
Semester 4: Level 4 HESI test, RN EXIT exam

HESI Grading

HESI testing will account for a percentage of the overall grade in each course that utilizes HESI testing. Grading will be as follows:

- 1) Students who meet or exceed the identified benchmark (850) on the level 1 HESI test and complete the Remediation Plan will receive 100%.
- 2) Students scoring 850 or higher on the version 2 HESI test and complete the Remediation Plan will receive 90%.
- 3) Students scoring less than 850 on version 1 and version 2 HESI but complete the Remediation Plan will receive 80%.
- 4) The LFCC Nursing Program late policy will apply to all remediation plan submissions not received by the due date. See Late policy.

VIII. Laboratory/Simulation/ Clinical Experience Policies and Procedures

Definitions:

Campus Laboratory: Campus laboratory is a major portion of the nursing classes in the first two semesters of the AAS Nursing Program. Students are exposed to clinical skills in campus lab. There is a demonstration of the skill, students have an opportunity to practice the skill and are then tested on the skill. Students are expected to arrive on time, having completed any pre-laboratory assignments, and be prepared to practice the skills.

Open Lab: Open lab time is available for students wishing to practice their lab skills. Students should contact their course instructor to arrange lab practice time.

Clinical Simulation: Clinical simulation is a simulated clinical experience. Each experience will have a unique set of assignments that will determine the grade for that experience. Most simulation experiences will count as clinical time.

Note: Students are not to eat or drink in patient simulation rooms and are not to be in the simulation lab without the faculty member present. If a student desires to be in the simulation lab, the laboratory personnel or faculty must be present to assist the student. Students are to be in LFCC student nursing uniforms with ID badge for simulation lab experience. For educational purposes, faculty may do filming/photography during clinical simulation experiences. Students are expected to arrive on time and prepared for simulation experiences.

Clinical: Clinical experiences occur throughout the nursing program. Clinical experiences will be scheduled in outpatient settings, community settings, long term care settings and acute care settings. Students are expected to arrive on time and prepared for all clinical experiences.

Campus Lab/Simulation/Clinical Policies

Attendance is expected for all clinical/campus simulation/campus laboratories. A student may be assigned either an alternate clinical or simulation experience to make up missed clinical hours. If a student misses any campus lab/simulation/clinical, they must meet with the course instructor/ clinical coordinator/Program Lead and complete the Lab, Simulation or Clinical Absence Form within 2 business days (*Appendix H*).

Direct Patient Care Clinical Attendance/Simulation attendance:

1. A student who misses one clinical day must meet with the clinical coordinator/Program Lead within two business days and will receive an assigned makeup date. If a student does not attend their scheduled makeup, they will not be able to meet course outcomes and will receive an “F” in the course unless there are extenuating circumstances.
2. A student who misses more than one clinical day will not be able to meet course outcomes and will receive an “F” in the course unless there are extenuating circumstances.
3. Each clinical course has a set number of lab/simulation/clinical hours that a student must complete in order to meet course outcomes.

Note: The course and/or clinical instructor reserves the right to restrict a student from attending direct client care experiences if there is a concern for safe client care.

Laboratory Attendance:

1. A student who misses one lab day must meet with the instructor/clinical coordinator/Program Lead within two business days of the absence and receive an assigned makeup date. If a student does not attend the scheduled makeup date, they will not be able to meet course outcomes and will receive an “F” in the course.
2. A student who misses more than one day will not be able to meet course outcomes and will receive an “F” in the course.
3. A student who is late/absent from laboratory experiences must demonstrate all missed learning competencies validated by instructor evaluation prior to performing in clinical where direct client care requires the competency.

General Guidelines for attendance in clinical/simulation/campus laboratory

1. If a student is absent from laboratory/simulation/clinical for any reason, the instructor for that experience **must** be notified by email AND any other notification method specified by the instructor. Notify the instructor in advance of the absence if possible.
2. In the event of inclement weather, if a student feels it is unsafe to travel, the student must follow the notification process above and will be required to make up the day without penalty.
3. A student who arrives late for a skill lab, simulation, or clinical learning experience will receive a “below expectations” for professionalism on the clinical evaluation for that day. A student who arrives more than fifteen (15) minutes late or is tardy on two (2) or more instances will not be allowed to attend the learning experience. If a student is dismissed, they will be considered absent and the Attendance policy applies.
5. The Nursing Program seeks to support a student who misses time due to civic responsibilities (e.g., jury duty or military service). However, this student must consult with the Program Lead in advance.
6. Extenuating circumstances will be evaluated on a case by case basis by the Program Lead and the Course Instructor. Documentation may be required.

Campus Lab Requirements

Scheduled course laboratory experiences are mandatory as a part of the nursing program.

- 1) Students are required to wear scrubs and college student ID badges in the laboratory.
- 2) Faculty and adjunct instructors are available to help reinforce skills. The student may request an appointment with appropriate faculty for additional laboratory instruction.
- 3) It is recommended that students review laboratory skills on their own time.

Clinical Information

- 1) **Orientation:** Clinical faculty is responsible for orienting and coordinating the orientation of students to the facility. Students will complete required training and attestations prior to starting the clinical. Agencies may require initial orientation forms covering patient confidentiality, fire and safety, code of conduct and other facility specific policies. **Students who do not complete facility specific clinical orientation and immunization requirements by the due date will not be allowed to start clinical on time.**
- 2) **Skills:** Students are not allowed to perform any skill until they have received content in the classroom, had an opportunity to practice that skill and have been deemed proficient by an instructor. Students **must have** a copy of their skills list in their possession AT ALL TIMES in clinical. Students who do not have either a paper or electronic copy of their skills list during clinical will be dismissed, and the clinical absence policy applies.
- 3) **“Never Do”** there are certain skills that nursing students should never perform. A list of these skills can be found in *Appendix I* of the handbook. The skills in bold are facility specific. Students are responsible for knowing what is allowed at each clinical facility.
- 4) **Student Behavior in the Clinical Setting:** Any act of clinical disruption that goes beyond the normal rights of students to question and/or discuss the educational process with clinical instructors will not be tolerated, and students will be dismissed from the experience. The AAS Nursing Program follows the LFCC policy for Proscribed Conduct found in the LFCC Catalog and Student Handbook.
- 5) **Electronic Devices:** Use of unauthorized electronic devices or accessing unauthorized websites is not permitted in the clinical setting. Any student in violation of this will be dismissed from the clinical setting.
- 6) **Food and Drink in the Clinical Setting:** Drinking and eating are allowed only in designated areas in the clinical setting. Chewing gum is not allowed in patient care areas.
- 7) **Student or Faculty Who Are Patients:** Students are not permitted to care for (or be assigned) fellow students or LFCC faculty in any clinical setting.

- 8) **Clinical Schedule:** Students will be assigned day, evening, night or weekend, clinical hours each semester. Work schedules, transportation and family responsibilities will have to be arranged to accommodate this assignment.
- 9) **Clinical Attendance/Activity Limitations:** A student who has activity limitations or has experienced an injury, illness, hospitalization, surgery or birth of a child must provide documentation specifying activity limitations. When they are able to return to clinical, the student must provide a medical clearance.
- 10) **Absence due to health conditions:** Students who miss 3 or more consecutive days of clinical due to a health condition must present a medical clearance to be allowed to return to the clinical setting. Students are not permitted to attend the clinical experience with assistive devices, such as crutches, splints, casts, etc. Students may not participate in clinical experiences if impaired by alcohol, drugs, or physical condition.
- 11) If any of the above items are not adhered to, the clinical evaluation for the day will reflect “below expectations” in specific areas.
- 12) Each student is responsible for keeping track of their clinical schedule.
- 13) Students may not be in a clinical setting in the capacity of a student or representative of LFCC at unassigned times or remain on the clinical unit without his/her instructor's presence.
- 14) Students are not permitted to contact patients outside of the scheduled clinical experience nor have patients contact them.
- 15) Students who are asked by the clinical facility not to return must meet with the Program Lead immediately.
- 16) A student will be dismissed from the clinical facility by the faculty member if patient safety is a concern.
- 17) Students who are dismissed from the clinical facility for any reason will meet with the Program Lead. Documentation from the clinical instructor and/or

clinical facility will be collected prior to the meeting. The student will have an opportunity to respond verbally and in writing and to follow the LFCC grievance policy. Students who are not allowed to return to a clinical facility will not be able to meet course objectives and will fail the course.

18) Students are expected to be professional in their comments, behavior and communications while representing LFCC.

19) Any student in violation of any of the above is required to meet with the clinical instructor and/or Program Lead for discussion and a written plan of action.

Student Identification Badges

Students are required to have an LFCC ID badge stating they are an AAS Nursing Student every semester while enrolled in the nursing program. ID badges are made at the police desk on the Middletown and Fauquier Campuses. The LFCC photo ID badge must be worn at all times in the clinical setting and lab, badges must be worn at chest level, no lanyards are permitted. LFCC ID badges must be updated every semester. If an ID badge is lost, report this to college security immediately. Students without ID badges at clinical will be sent home and the absence policy applies. Students who withdraw or are dismissed from the program are required to surrender their LFCC badge identifying them as a nursing student. These badges must be submitted in person to the Program Lead of the campus within 24 hours.

Uniform Regulations

All nursing students must appear professional and conform to the highest standards of cleanliness, neatness, good taste and safety. Students are responsible for keeping their socks and shoes neat and clean. Uniforms must be clean and free from wrinkles. All students must be free of odor including tobacco products, perfume and lotions.

Full uniform includes:

- 1) Designated uniform, with the appropriate patch sewn three finger breadths below shoulder seam onto the left sleeve and centered. A warm-up jacket either royal blue or white may be worn with the uniform, with the appropriate LFCC patch sewn on the upper left arm. Black, royal blue, or white long or short sleeve shirts or tops may be worn under the uniform.

- 2) Shoes must be entirely leather or vinyl-NO cloth allowed on shoes. Shoes must be clean, be closed-toed; clog styles must have a heel strap, "Croc" style shoes may not have holes.
- 3) All students must have a watch with a second hand, a stethoscope. Students purchase their own stethoscopes.
- 4) Students will receive a facility "buddy" badge identifying them as a student. The badge must be worn at all times to ensure student and patient safety while in the clinical facilities. Any student observed in the clinical setting without the student badge will be dismissed from clinical. **These student badges must be returned during the last class of the semester.**
- 5) Nail polish and artificial nails are not permitted. Nails cannot extend beyond the fingertips to prevent injury to the patient and spread of infection.
- 6) Only plain wedding bands and stud type earrings may be worn with the uniform. No other jewelry is permitted.
- 7) Facial piercings, gauges or other visible body piercings are not permitted. These must be removed prior to clinical. Clear space holders are allowed.
- 8) Tattoos may need to be covered depending on the facility and unit. Clinical instructors will advise when this is necessary.
- 9) Hair should be clean, neat, and secured if longer than shoulder length. Hair that is secured in such a way that contamination is possible may need to be styled differently. No extreme styles or unnatural colors are permitted. Male students will maintain a clean, neat, trimmed beard and mustache.
- 10) The student must display evidence of current flu vaccination per the clinical facility policy. Some facilities may require flu vaccine in order to attend clinical. Alternative clinical facilities may not be available. Inability to complete clinical hours will negatively impact the student's ability to achieve clinical and course objectives and may result in course failure.
- 11) Dress/Uniform requirements for the mental health rotation vary from other clinical experiences. Uniform requirements will be covered prior to the mental health rotation.

- 12) Students wearing their nursing uniform are representing LFCC and are expected to follow all LFCC student code of conduct policies even when outside of class or clinical.

Uniforms may be donated to the LFCC Nursing department upon graduation. Donated Uniforms will be sold to incoming students and all proceeds are donated to the Tonya Bock Emergency Fund. More information regarding the fund may be found here: <https://lfcc.edu/financial-aid/scholarships/emergency-scholarships/>

Clinical Assignments

All clinical assignments must be completed by the due dates established by the faculty. Failure to complete clinical assignments may affect the student's ability to meet course objectives and may result in course failure. In order to pass clinical and the course, students must meet expectations on all clinical assignments. If an assignment does not meet expectations, the assignment must be redone and submitted within three days of when the student received feedback on their assignment. A clinical assignment may have to be redone multiple times in order for a student to show competency. Late assignments will affect a student's clinical evaluation.

Clinical Evaluation

Clinical performance evaluation is an integral component of the educational process designed to assist students in meeting the roles of the associate degree nurse. Clinical behaviors are those aspects of nursing care which are crucial to the client's physical and emotional well-being. Each semester of the nursing program has expected clinical performances identified. Clinical Evaluation goals are to:

- 1) Determine whether the student has sufficient knowledge for the established level of practice.
- 2) Determine whether the student is performing care, treatments and procedures effectively and safely.
- 3) Provide feedback to encourage behavior associated with professional nursing practice

Clinical behaviors are outlined as expectations leveled for each semester. Student performance is evaluated daily with "Meets Expectations" or "Below Expectations". If a

student earns a “Below Expectations” in any competency during a clinical day, the clinical instructor will notify the student before the clinical day ends. If a student receives a “Below Expectations” in any two competencies in one day, or two “Below Expectations” in the same competency on different days, the clinical faculty and student will complete a plan for remediation on the Student Conference Form (Appendix E). At the end of a rotation, the earned number of “Meets Expectations” will be divided by the total number of competencies possible (the number of clinical days in a specific rotation multiplied by the number of competencies for that clinical tool). Clinical objectives must be met 80% of the time. For courses with more than one rotation, the clinical rotation evaluations will be averaged to ensure the student meets expectations at least 80% of the time for the semester.

Clinical Remediation

Students who are having difficulty achieving satisfactory clinical behaviors may require clinical remediation. The purpose of remediation is to provide the student with concentrated instruction and practice time in order to improve clinical skills/behavior to a satisfactory level. The clinical instructor and student will develop a plan to improve behaviors and skills that are below expectations. The plan will include a timeframe in which the remediation must be completed. This plan will be written on the “AAS Nursing Program Student Conference Form” (Appendix E) and signed by both the clinical instructor and the student.

Confidentiality and Health Insurance Portability and Accountability Act (HIPAA)

The HIPAA Privacy Rule provides federal protections for personal health information held by covered entities and gives patients an array of rights with respect to that information. At the same time, the Privacy Rule is balanced so that it permits the disclosure of personal health information needed for patient care and other important purposes. The Security Rule specifies a series of administrative, physical, and technical safeguards for covered entities to use to assure the confidentiality, integrity, and availability of electronic protected health information.

During clinical experience, students have access to confidential information of the facility, including patient health information. Students will hold confidential all patient and facility information obtained as a participant in these activities and will not disclose any personal, medical, or confidential information to third parties, family members or other students and other teachers.

Students are not to remove any confidential information from the clinical agency. Computerized information sheets must be discarded at the clinical agency in the designated hospital receptacle.

Violators of the HIPAA Privacy Rule can face civil and criminal penalties that can mean up to \$250,000.00 in fines and up to ten (10) years in prison. Respecting and maintaining patient privacy and confidentiality of all personal and medical information is each and every provider's responsibility. It is important that you familiarize yourself with each agency/institution's policy on HIPAA and privacy compliance. This is discussed at the following website: <https://www.hhs.gov/hipaa/index.html>

Students who breach client confidentiality may be dismissed from the program and subject to legal liability.

Standard Precautions

Standard precautions are steps that should be taken to reduce the chance of passing on infection from one person to another. It is very important that these steps be carried out within the school and clinical setting to protect children, staff members, vendors, visitors, and others who have contact with the facility. *All body fluids shall be considered potentially infectious materials.*

In order to avoid potential exposure students should:

- 1) Wear personal protective equipment (PPE) if there is a potential for exposure to blood and or body fluids.
- 2) Potentially contaminated body fluids include blood, vomit, saliva, sputum, mucus, vaginal secretions, semen, urine, feces, any drainage.
- 3) Wash hands before and after all procedures and patient contact.
- 4) NEVER recap, bend, or break needles.
- 5) Spills of blood or body fluids that are visibly stained with blood should be treated following facility guidelines.
- 6) Body wastes should be discarded directly in the toilet or biohazard disposal system (see facility for specific guidelines).

Exposure/Injury Protocol

Significant Exposures Include:

- 1) A contaminated needle stick.
- 2) Puncture wound from a contaminated, sharp instrument.
- 3) Contamination of any obviously open wound, non-intact skin or the mucous membranes by saliva, blood, wound drainage or a mixture of all.

Procedure for Student:

- 1) The student will immediately provide a verbal report of the incident or exposure directly to the clinical Instructor
- 2) Documentation/report of the event will be completed by the student and clinical instructor as specified by the facility.

- 3) The student will follow facility policy regarding evaluation and treatment post incident or exposure.
- 4) The student will complete a Lord Fairfax Community College “Unusual Occurrence Report” (*Appendix J*) and submit it to the clinical instructor for signature, follow-up and submission to Program Lead.

Student Grievance Policy:

Please see the following link regarding LFCC policy for Student Grievances:

<https://intranet.lfcc.edu/wp-content/uploads/2013/06/Student-Grievance-Procedures.pdf>

Appendix A: Department of Education Information and Signature form



Pursuant to United States Department of Education (US DOE) regulation 34 CFR 668.43 (a) (5) (v), the Lord Fairfax Community College Associate Degree in Nursing (ADN) program provides the following information for all prospective and current students:

The **Lord Fairfax Community College** ADN program meets all Virginia Board of Nursing requirements for pre-licensure nursing education programs in the Commonwealth of Virginia. In addition, the **Lord Fairfax Community College** ADN program meets all requirements for nationally recognized accreditation by the Accrediting Commission for Education in Nursing.

The Commonwealth of Virginia participates with 32 other states in the National Council of State Boards of Nursing (NCSBN) National Licensing Compact (NLC) to allow nurses licensed in one state to provide nursing care across state lines in other compact states. The Uniform Licensing Requirements (ULRs) are found at: https://www.ncsbn.org/NLC_ULRs.pdf.

States currently in the NLC are found at: <https://www.ncsbn.org/nlcmemberstates.pdf>. Prospective and current students are strongly encouraged to evaluate all state requirements in jurisdictions where they intend to practice nursing. A list of all state requirements is found at: <https://www.ncsbn.org/14730.htm>.

Lord Fairfax Community College has not determined if the ADN program meets the requirements of any other states.

This statement serves to meet the USDOE regulation until further notice.

Student signature

Date

Appendix B: Release of Information form



It is necessary at times for student information to be shared with nursing faculty, nursing students, and clinical facilities. This information includes, but is not limited to, student VCCS email, student phone number, immunization status, CPR certification, etc. Please see the options below and initial to give permission or deny permission to share this information.

_____ I give permission for the LFCC nursing program to share information as necessary to nursing students, nursing faculty, and clinical facilities.

_____ I give permission for the LFCC nursing program to share information as necessary to nursing students, nursing faculty, and clinical facilities. I understand that if this information is not shared, my ability to attend clinical at certain facilities and my ability to access computer information may be affected. I also understand that if my information is not shared in a clinical phone tree, I may not receive information about clinical cancellation or adjustment in a timely manner. Successful completion of a course includes meeting all clinical objectives. Failure to meet clinical objectives will impact a student's success and ability to progress through the program.

This form will be in effect for the duration of student enrollment in the LFCC nursing program.

Print student name

Student signature

Date

Appendix C: Admission Folder Student Review Form



Admission File Review

Request Form

I, _____, request to view a file from my _____ admission folder. I am a
Name Year
_____ student requesting access to my file for the purpose of:
Campus Program

- Information request
- Information verification
- Name/location change
- Certification update
- Other: _____

I acknowledge that all files, including admission paperwork, required program paperwork such as background and drug screens, letters of recommendation, any and all certifications, and any other sensitive files must be returned to my secure folder in the condition it was viewed in. All tampering with admission material will be reported to my Program Lead for their review as academic dishonesty. Consequences for academic dishonesty include expulsion from the program as well as from Lord Fairfax Community College. I acknowledge that my request may only be approved by the Dean of Health Professions; the Program Lead for a student's campus or the Administrative Assistant to the Dean of Health Professions. I acknowledge that I cannot view any of my secure files without an approved faculty or staff member present and must return the material to the faculty or staff member before exiting the room. I acknowledge that no material may leave the secure office or environment, no exceptions.

Name/Signature: _____ Date: _____

College Official Signature: _____ Date: _____



Appendix D: Academic Folder Student Review Form

Academic File Review

Request Form

I, _____, request to view a file from my _____ academic folder. I am a
Name Year
_____ student requesting access to my file for the purpose of:
Campus Program

- Academic review
- Grade review
- Grade dispute
- Other: _____

I acknowledge that all files, including tests, exams, quizzes, scantrons, clinical paperwork, classwork, simulation lab paperwork, and any other graded material must be returned to my secure folder in the condition it was viewed in. All tampering with graded and ungraded material will be reported to my Program Lead for their review as academic dishonesty. Consequences for academic dishonesty can include a zero for the tampered work, an automatic failure within the class, or expulsion from the program. I acknowledge that I cannot view any of my secure files without a faculty or staff member present and must return the material to the faculty or staff member before exiting the room. I acknowledge that no material may leave the secure office or environment, no exceptions.

Name/Signature: _____ Date: _____

Faculty/Staff Signature: _____ Date: _____

Appendix E: Nursing Program Student Conference Form

AAS Nursing Program Student Conference Form

Student: _____ Date: _____

Issues for discussion:

Student Comments:

Faculty Comments:

Specific Outcomes/Goals /Dates to be achieved, consequences for not meeting goals:

Please note any additional comments on the back of this form and attach any supporting documentation (if applicable).

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

Appendix F: APA Format Guidelines

APA Required Elements

This is a list of the key elements of APA 7th edition. The LFCC AAS Nursing Program does not require students to follow 100% of the APA format but they are required to include the following in their papers. Please read the below guidelines carefully. See: <http://lfcc.libguides.com/citation?hs=a&qid=1640> for guidelines. Another excellent reference for APA is: <https://owl.english.purdue.edu/owl/resource/560/01/>.

General Requirements:

- Document is double spaced, 12 pt font, 1” margins on all sides
- A variety of fonts are now deemed acceptable; Times New Roman preferred
- Title page and reference page do not count towards page limits
- Use a single space after a period (no longer two)
- Numbers:
 - Always spell out numbers if they start a sentence
 - Spell out numbers one through ten. For numbers larger than ten, use figures unless they start a sentence.
- Word choice:
 - “I”, “we”, “my”, “our” should be used rarely. Papers should be objective and impersonal.
 - The singular “they” or “their” is endorsed as a gender-neutral pronoun
 - Avoid saying “This paper will discuss”
 - Avoid saying “Recently” or “a year ago”- use specific dates
 - Instead of saying “a lot of research has been done” or “according to the research,” state which research and/or researchers
 - Descriptive phrases such as “people living in poverty” are preferred over adjectives as nouns to label people (e.g., “the poor”)
 - Instead of broad categories “over 65 years old” you should use exact age ranges “65-75” that are more relevant and specific.

- Abbreviations
 - Always define abbreviations the first time they are used in your paper

Title Page Requirements: Contents of the title page should be **Bold** font and centered, 3 – 4 double-spaces from the top line of the page.

Title page should include:

- **Title** - Full title
**Insert one additional, blank double-space before your name.
- **Your name**
- **School** - “Nursing, Lord Fairfax Community College”
- **Course** - Course number followed by course name; upper- and lower-case; use format from institution (e.g., NUR100 Scholarly Inquiry)
- **Instructor’s name**
- **Date** - written month, then numbered day and year (e.g., November 1, 2019)

Running Header:

Requirements

- The running head of the title page no longer includes “Running head - PAPER TITLE”
- Insert the page number **only**, flush to right margin; Use automatic page-numbering function (so it will be automatically added to each page)

Headers:

Requirements

- The start of each section should have a header. Section headers are in **Bold** font and centered (e.g., **Abstract, References**) Do not use “Introduction” as a heading
- Body of paper - Starts on a new page. (Page 2 or page 3, if abstract is included). Title of the paper, centered and in **Bold** font on the first line of the page

Citations in text:

Requirements

- Author's last name and year of publication should appear in any citation
- All *citations* with more than 2 authors cite as (Author 1 et al., date)
- Direct quotes should rarely be used. Unless paraphrasing will change the content dramatically, information should be paraphrased. Page numbers are only used if there is a direct quote.
- Only sources that are read by the writer and used in the paper should be listed in the references (if you don't use it for an in-text citation, it does not belong on the reference page).
- If you are using any portion of your reference word-for-word, it must be in quotation marks and cited. If this is not done, it will be considered plagiarism which is a violation of the LFCC Academic Honesty Policy.

References:

Requirements

- References should be listed in alphabetical order
- Journals - Author. (Date). Title of article. Title of Periodical, #(#), #-#. DOI or URL
- Newspaper/Magazine - Author. (Year, Month, Day). Title of article. Name of newspaper or magazine. <http://xxxxxx>
- Last names and initials for up to 20 authors (instead of 7) should be included in the *reference* list
- Issue numbers are now included for all journals
- DOIs are formatted as urls (<https://doi.org/xxx>)
- URLs are embedded directly in the reference, without being preceded by "Retrieved from"
- Use only peer reviewed, professional references

- Peer reviewed and professional references are easiest to find using library search engines and databases
- References should be 5 years old or less. An older source may occasionally be acceptable. If unsure, ask your instructor
- Reference page starts on a new page. Center the word “References” in **Bold** font on the first line of the page.
- The first line of the reference is not indented, all following lines are indented (use tab key)

Appendix G: HESI Remediation Policy

LORD FAIRFAX COMMUNITY COLLEGE

NURSING PROGRAM HESI REMEDIATION POLICY

Following standardized Specialty and Exit Exams, students are required to remediate and complete the remediation requirements dependent on each individual student’s level of risk for success in the program and on NCLEX. Students with lower scores require more intense remediation.

All students must develop a Remediation Plan following the instructions on the last page, and then complete the remediation by the specified due date. Students receive their Exam reports and correlating online remediation after completion of the exam. From their standardized test report, students can develop their personal plan for remediation. Students will list specific activities they will complete to understand their missed concepts/content. **Students have two weeks to develop their plan and complete the remediation requirements found on the last page.**

Students should be advised to purchase a HESI notebook with dividers to keep track of their test results for each course, remediation plans, and remediation activities.

HOW TO ACCESS YOUR REMEDIATION:

- Go to: <http://evolve.elsevier.com/studentlife/>
- Click on "HESI" tab
- Under Get Started: you will find several links. Please review these links and this will tell you how to access your remediation for your HESI exams.
- TECHNICAL SUPPORT HESI/EVOLVE: CALL 1-800-222-9570

LORD FAIRFAX COMMUNITY COLLEGE
NURSING PROGRAM

Completed HESI Remediation Plan

Student Name - _____ Date: _____

Exam Title -

Overall HESI Score - _____ **(if less than 850, HESI version 2 must be completed)**

Identify lowest category in *Nursing Process*

1)

Identify lowest category in *Client Needs*

1)

Identify three lowest categories in *Nursing Concepts*

1)

2)

3)

Adaptive Quizzing Topics /s (10 question custom quiz – must achieve 80%) - # quizzes - _____ (attach snippet or screen shot of each)

Case Studies Topic/s (must achieve 80%) –# case topics - _____ (attach screen shot or snippet of each score)

HESI version 2 test date (if applicable) _____

Remediation Plans based on HESI scores:

HESI Score 850 or above	Develop one 10 question custom quizzes in Adaptive Quizzing to content areas of weakness based on your HESI Exam Student Report. * Continue to take quizzes in that content area until 80% correct is achieved.
HESI Score 800 – 849	Develop two 10 question custom quizzes in Adaptive Quizzing to two content areas of weakness based on your HESI Exam Student Report. * Continue to take quizzes in that content area until 80% correct is achieved.
HESI Score 750 – 799	Develop three 10 question custom quizzes in Adaptive Quizzing three content areas of weakness based on your HESI Exam Student Report. * Continue to take quizzes in that content area until 80% correct is achieved. Select one HESI Case Study in a content area of weakness based on your HESI Exam Student Report and complete with 80% score. **
HESI Score 700 - 749	1- Develop four 10 question custom quizzes in Adaptive Quizzing four content areas of weakness based on your HESI Exam Student Report. ** Continue to take quizzes in that content area until 80% correct is achieved. 2- Select one HESI Case Study in a content area of weakness based on your HESI Exam Student Report and complete with 80% score. **
HESI Score 699 or below	1- Develop four 10 question custom quizzes in Adaptive Quizzing four content area of weakness based on your HESI Exam Student Report. Continue to take quizzes in that content area until 80% correct is achieved. * 2- Select two HESI Case Studies in a content area of weakness based on your HESI Exam Student Report and complete with 80% score. **

*When using Adaptive Quizzing as remediation after HESI exams, use Custom Exams and not Mastery Exams. Additionally, it is advised that only one content area be selected for each weakness area (as opposed to combining multiple topic areas into a quiz with more questions).

**HESI Case Studies that are not used in class assignments can be used. (Students will get access to Case Studies and Practice Tests during the first semester, after all HESI payments are processed.)

Appendix H: Laboratory, Simulation or Clinical Absence Form
Lord Fairfax Community College AAS ADN Nursing Program

LABORATORY, SIMULATION OR CLINICAL ABSENCE

****This form must be completed and submitted to the instructor/clinical coordinator/Program Lead within 2 business days of the absence**

Student: _____

Date of Absence(s): _____ Course/unit: _____

Was the instructor notified according to the LFCC Nursing Handbook?

Yes _____ No _____ If no, explain:

Reason(s) for absence (attach any supporting documentation, ie: doctor's note, court papers, jury duty):

First absence: _____ Lab makeup date
_____ Simulation makeup date
_____ Clinical makeup date

Note: Unless there are mitigating circumstances two clinical absences will result in failure of the course. Missing a scheduled make up day is considered a clinical absence. Students who feel there are extenuating circumstances to their absence should discuss with the Program Lead.

Program Lead Meeting Note:

Date: _____ Student Signature: _____

Date: _____ Instructor Signature: _____

Appendix I: ADN Student Clinical Guidelines

LFCC Nursing Students Will NEVER Do:

Administer medications or perform any invasive procedure unless supervised by a clinical instructor or designated preceptor.	Clinical instructors must always be at the bedside when a student is administering medication
Enter or sign physician orders.	Initiate or change the rate of the following IV fluids: TPN, Heparin, Insulin, PCA therapy, epidural therapy, Oxytocin, Magnesium Sulfate, Cardizem, Dopamine, Amiodarone or other vasoactive drips.
Accept verbal or telephone orders	Hold medication keys.
Admit/discharge of patients.	Administer emergency IV push medications.
Obtain laboratory blood specimens from ANY peripheral or central access device except when starting an IV.	Hang blood and/or blood products
Initiate, manage or disconnect hemodialysis or peritoneal dialysis treatments and/or catheters	Witness or co-sign medication wasting.
Be utilized as second RN (co-signature) under any circumstances.	Administer/monitor chemotherapy
Discontinue or change central line dressing or removal to include Peripherally Inserted Central Catheters (PICC) and midlines.	Time critical medications must be given within a 30-minute timeframe. If unable to do this, the nursing staff will give the medication
Management of Chest Tube Drainage Devices (including troubleshooting, stripping, etc.).	
Participate in resuscitation efforts other than initiating Code Blue Protocol and providing CPR measures until relieved by Code Blue team.	
Cardioversion/Defibrillation/External pacing of patients.	
Disclose test or laboratory results with patients, families or their support people.	
FACILITY SPECIFIC RULES	
<i>Items in bold with * are items that are facility specific. Clinical instructors and students are expected to know the policy regarding students at each facility and follow accordingly.</i>	
No more than 2 attempts at an IV start. *	Add IV additives to main IV line (KCL, heparin, insulin, etc). *
Be responsible for the first 15 minutes of assessment after hanging blood products. *	Administer any medication using a central line including PICC lines. *
Assess or document suicide risk. *	Flush a central line (including PICC). *
Apply or document restraints. *	Transport patients to tests or to their vehicles for discharge UNLESS the patient is walking independently. *
Access central line/PICC/portacaths. *	Administer any medication that requires 2 RN signatures (insulin, heparin). *
Administer ANY medication to patients under the age of 5 years. *	Administer high risk medication to pediatric patients. *

Appendix J: Unusual Occurrence

**Lord Fairfax Community College
ADN Nursing Program
Unusual Occurrence**

Student Name: _____
Date of Report: _____ Nursing Unit: _____

1. Date and time of the incident/unusual occurrence: _____

2. The incident/unusual occurrence was reported to: _____

on _____, 20____ at _____ a.m./p.m.
month / day year time

3. Describe the incident or unusual occurrence:

4. Describe any injury that occurred as a result of the incident/unusual occurrence **OR** describe the potential that could have occurred.

5. Describe any follow up/treatment related to this incident/unusual occurrence?

6. Additional Comments (use back if necessary):

Student Signature: _____ Date: _____

Instructor Signature: _____ Date: _____

**Appendix L: Signature Page to the Nursing Student Handbook
2021-2022**

This Nursing Student Handbook is provided to you as a general guide and to ensure that you understand the academic and conduct expectations that the College has for you during your enrollment in the Lord Fairfax Community College Associate of Science in Nursing program. The college does not guarantee that the information contained within it, including, but not limited to, the contents of any webpage that resides under the registrations of www.lfcc.edu is up-to-date, complete and accurate. Individuals assume any risks associated with relying upon such information without checking other credible sources, such as a student's academic advisor. In addition, a student's reliance upon information contained within these sources, or individual program catalogs or handbooks, when making academic decisions does not constitute, and should not be construed as, a contract with the college. Further, the college reserves the right to make changes to any provision or requirement within these sources, as well as changes to any curriculum or program, whether during a student's enrollment or otherwise.

The Nursing Student Handbook is updated annually. All students enrolled in the Associate of Science in Nursing Program must follow the most current version of the handbook. Older versions of the handbook are not valid in subsequent academic years.

Your signature on this page is your acknowledgement that you have received, read and agree with the nursing student handbook.

Printed Name _____

Signature _____

Date _____

Appendix M: Faculty and Staff
Administrative and Support Staff:

Kim Blosser, EdD
President

Anne Davis, D.M.
Vice President of Academic and Student Affairs

Craig Santicola, PhD
Dean of Professional Programs

Caroline Wood, MA
Associate Vice President, Student Services and Academic Support

Christopher Coutts, PhD
Provost, Fauquier Campus

Amanda Brooks, DNP, RN, FNP-BC
Nurse Administrator

Mary Catts, MSN, BSN
Nurse Retention Specialist

Carol Williams
Administrative Assistant

Kelsey Owens
Educational Support Specialist

ADN Program-Fauquier Campus Faculty:

Amanda Brooks, DNP, RN, FNP-BC
ADN Program Lead, Professor of Nursing

Mary Catts, MSN, BSN, RN
Assistant Professor of Nursing

New Faculty

ADN Program-Middletown Campus Faculty:

Kristina Simpson, MSN, RN, FCN
Director of Health Professions and ADN Program Co-Lead

Elizabeth Marshall, MSN, RN

Associate Professor of Nursing

Kathryn Regula, MA, BSN, RN
Assistant Professor of Nursing

Andrea Payne
Assistant Professor of Nursing

Kellie Anderson
Assistant Professor of Nursing